



**HAUDENOSAUNEE AND INDIGENOUS STUDIES AT UB AND BEYOND:  
ENVISIONING THE NEXT 50 YEARS**

**SATURDAY, APRIL 15, 2023**

**CONFERENCE:**

UNIVERSITY AT BUFFALO | NORTH CAMPUS

120 CLEMENS HALL, BUFFALO, NY 14260

TIME: 8:30 AM - 4:30 PM

**DINNER:**

HYATT PLACE BUFFALO/AMHERST

5020 MAIN ST, AMHERST, NY 14226

TIME: 5:00 PM - 8:30 PM



University at Buffalo

Department of Indigenous Studies

College of Arts and Sciences



# Haudenosaunee and Indigenous Studies at UB and Beyond: Envisioning the Next 50 Years



Čwé?·n, Nya:wëh sgë:nö', Sgé:nq?, Shékoli, Shé:kon, Sgë:nq?

Welcome to the 13th Storytellers Conference at the University at Buffalo!

2022 marked the 50th Anniversary of Native American Studies at the University at Buffalo and the launch of the new Indigenous Studies Department. This conference aims to engage with the foundational legacy of Native Studies at UB and welcomes participants to share contributions highlighting priorities and aspirations for the future of the field of Haudenosaunee studies specifically and its intersections with Indigenous Studies globally.

As Indigenous Studies Departments grow nationally and internationally, and the numbers of Indigenous scholars working in universities proliferate, this gathering will foreground discussions of the responsibilities of this rising critical mass to the wellbeing of Indigenous Nations, communities and peoples, and future generations of the Haudenosaunee Confederacy. How do we remain a voice and direction of how Indigenous studies is developed, taught and implemented?





Saturday, April 15, 2023

2023 Storytellers Conference Agenda

8:30 am - 9:00 am	Breakfast (Clemens 120)
9:00 am - 9:20 am	Opening & Welcome (CLEMENS 120)
9:30 am - 10:30 am	CONCURRENT SESSION I
Clemens 120	Resurgence of the Haudenosaunee Orator
Clemens 106	Indigenous Ways of Knowing and the Climate Crisis
Clemens 102	<p>Contemporary Social Issues in Historic Perspective</p> <ul style="list-style-type: none"> <li>• The Harmful Effects of Native American Sports Nicknames, Symbols, and Mascots</li> <li>• ICWA in Global Perspective – Protecting Children from the Pacific to the Americas – Caleb Hart-Fungalei (Tongan, SUNY Geneseo)</li> <li>• ‘How Can I Forgive What I Cannot Understand and How Can I Forget When They Gave Me So Much to Remember?’</li> </ul> <p>Curator’s Presentation of THE GARY MILLER ART PROJECT: ARTISTIC RESPONSE FROM A MOHAWK INSTITUTE SURVIVOR</p>
Clemens 117	<p>The Archive</p> <ul style="list-style-type: none"> <li>• Two Examples of Recovering Traditional Onödowa’ga:’ Stories in the Original Language from Arthur C. Parker Archives: Initial Observations</li> <li>• Mohawk Clan Systems’ Recovery and the Place of Our Library in Equitable Information Access in Six Nations of the Grand River</li> </ul>
10:30 am - 10:45 am	HEALTH BREAK
10:45 am -11:45 am	CONCURRENT SESSION II
Clemens 120	<p>Digital Confluence</p> <ul style="list-style-type: none"> <li>• tarukantohku: Digital Design Rooted in Storytelling Tradition</li> <li>• Ohneganos Terrastory; Multi-Media Story Mapping Our Past to Reclaim a Future</li> </ul>



## 2023 Storytellers Conference Agenda

Clemens 117	A Journey from the Mind to the Heart: Recognizing Potential Applications and Benefits of Indigenous Studies to Promote Native Wellness, Community Connections, and Cultural Pride
Clemens 102	Language Action and Nation-Building <ul style="list-style-type: none"> <li>• A Brief History of Honöta:öni:h Hënödeyësdahgwa'</li> <li>• Four Sites of Indigenous Language Revitalization</li> </ul>
Clemens 106	Knowledge as Medicine <ul style="list-style-type: none"> <li>• Narrative Therapy - Writing as Healing</li> <li>• Ganönyok - Lessons for Life</li> </ul>
12:00 pm - 1:00 pm	LUNCH (CLEMENS 120)
1:15 pm - 2:30 pm	KEYNOTE ADDRESS
O'Brian 112	2073 Starship Indigenous: Where Will We Land?
2:30 pm - 2:45 pm	HEALTH BREAK
2:45 pm - 4:15 pm	PLENARY SESSION
Clemens 120	<ul style="list-style-type: none"> <li>• "Haudenosaunee International Interventions: Deskaheh's Work"</li> <li>• The Great Law meets the Roaring Twenties: Six Nations at Grand River, 1918-1924</li> <li>• Woodland Cultural Centre's Deskaheh Exhibition, 100 years</li> <li>• "Haudenosaunee and Geneva, Switzerland: The Planting of the Tree of Peace and Repatriation of Our Cultural Beings"</li> <li>• Deskaheh's Impact: The Next 100 Years for Haudenosaunee People and Communities</li> <li>• UNDRIP and Nation-States Implementation</li> </ul>
4:15 pm - 4:30 pm	CLOSING COMMENTS
4:30 pm - 5:00 pm	Travel to Hyatt Place Buffalo Amherst
5:00 pm - 5:30 pm	APPETIZERS
5:30 pm - 6:30 pm	JOHN MOHAWK LEGACY ADDRESS
Hyatt Place	From Iroquois Studies to Haudenosaunee Studies: How Did We Get Here?
6:30 pm - 8:30 pm	BUFFET DINNER



# Storytellers Legacy

John Mohawk and Barry White worked tirelessly to support students in their academic careers. It is with great honor that we carry on their legacy by continuing to support students in their names. All Proceeds from raffles at dinner go to student support in the name of Barry White and John Mohawk



To help support students scan the QR code using your phone and donate at the link provided. Please designate donations to go to the John Mohawk & Barry White student support fund



# Keynote Address



## Rick Hill

Rick Hill is Beaver Clan of the Tuscarora Nation and currently resides on Six Nations of the Grand River. Born and raised in the city of Buffalo, Rick received his master's degree in American Studies at the University at Buffalo, where he taught for 20 years. As an educator, Rick has taught courses at McMaster University, Mohawk College, Six Nations Polytechnic and currently serves as a collaborator for the Earth to Tables Legacies educational multi-media initiative. As the son of celebrated carver Stan Hill, Rick continued in the art-making practice focusing on painting, photography and curation. He is the former Assistant Director for Public Programs, National Museum of the American Indian, Smithsonian Institution; the former Museum Director, Institute of American Indian Arts, Santa Fe, NM and recently retired Senior Project Coordinator of the Deyohahá:ge: Indigenous Knowledge Centre at Six Nations Polytechnic, Ohsweken, Ontario. Although retired, he serves as Indigenous Innovations Specialist at Mohawk College, as a cultural advisor to FNTI at the Mohawk Territory of Tyendinaga and is currently working as an interpretive specialist to develop exhibitions for the recently renovated Mohawk Institute. Additionally, Rick has received honorary doctorate degrees from McMaster University and the University of Guelph.



# Plenary Bios

Deskaheh / Hai:Waehs Steven E. Jacobs, Cayuga Nation, Bear Clan

Was condoled as Deskaheh in May of 2002. Prior to that he was háqdanq̄h (he is the watcher of the log, sub chief) condoled in May 1989. This responsibility was removed when Deskaheh, Harvey Longboat Sr. went on ahead of us. He currently sits on two committees bundled by the Grand Council, Hodiñq̄sq̄:nih External Relations Committee (HERC) and Hodiñq̄sq̄:nih Environmental Task Force (HETF).

Rick Monture, Mohawk Nation, Six Nations of the Grand River, Turtle Clan

Rick Monture is an Associate Professor in the Department of English and Cultural Studies and the Indigenous Studies Department at McMaster University, where he teaches classes on American literature, Haudenosaunee history and oral traditions. Rick is also a Community Scholar in Residence at Six Nations Polytechnic where he is currently working on a SSHRC funded project on the overthrow of the Confederacy Council at Grand River in 1924.

Heather George, Kanien'kehá:ka, Akwesasne

Is a mother, gardener, beadworker, curator and PhD Candidate at the University at Waterloo. She is connected to the community at Akwesasne, her personal and professional work has been directed at gaining a better understanding of Haudenosaunee culture and history. Has recently taken on the role of Executive Director at Woodland Cultural Centre.

Brennen Ferguson, Tuscarora Nation, Turtle Clan

Is a graduate of Syracuse University with an interest in Haudenosaunee and Tuscarora history. Is part of the Tuscarora Nation Language and Agricultural Program. Is currently serving on the (HERC) Haudenosaunee External Relations Committee for the Tuscarora Nation. Additionally, is part of the working group on the Deskaheh Exhibition in Geneva, Switzerland.





# Plenary Bios

Logan Smith, Cayuga – Six Nations of the Grand River, Bear Clan

Born and raised in Six Nations of the Grand River Territory, Logan Smith is a Cayuga scholar currently completing his masters at the Balsillie School of International Affairs. His current research is around global Indigenous rights focusing on the history of governance in Six Nations and the legacy of Levi General (Deskaheh).

Karissa John, Mohawk Nation, Turtle Clan

Karissa resides in Six Nations with her daughters Luna and Nova. She is a York University alumni and Mohawk language learner. She works for the Six Nations Justice Department and the Ohneganos water project. Karissa is a member of the Haudenosaunee External Relations Committee and the Deskaheh Commemoration sub-committee.

Jolene Rickard, Tuscarora Nation, Turtle Clan

Jolene is a visual historian, artist and curator interested in the intersection of Indigenous knowledge and contemporary art, materiality, and ecocriticism with an emphasis on Hodinöhsö:ni aesthetics. She is an Associate Professor at Cornell University in the departments of History of Art and Art, and the former Director of the American Indian and Indigenous Studies Program 2008-2020 (AIISP), Ithaca, NY.







# John Mohawk Legacy Speaker



## Chandra Maracle

Chandra Maracle is Mohawk, born and raised on the West side of Buffalo and the mother of four beautiful daughters. An alum of University at Buffalo's American Studies Department, she has also studied at SUNY Cortland College and University of Salamanca, Spain. Chandra has worked as Youth Leader at Native American Community Services in Buffalo, Graduate Assistant in Native American Studies at UB and Cultural Resource Specialist at the Native American Magnet School #19. She was a Diversity Educator with the National Conference for Community and Justice, co-founder of the Indigenous Women's Initiatives and has certifications in Eating Psychology, Massage, Reiki and Yoga. Chandra is a co-founder and Nutrition Motivator of Skaronhyase'ko:wa Tyohterakentko:wa tsi Yontaweya'tahkwa/the Everlasting Tree School. She was a collaborator on the Healthy Roots committee at Six Nations and developed the Haudenosaunee Food Guide for the community. She is the founder of Kakhwa'on:we/Real People Eat Real Food, exploring links between people, food, mothering, homemaking, art, language, technology and land. Chandra is a graduate of the Onkwawen:na Kentyohkwa adult Mohawk language immersion program, and she is currently a PhD student at York University in the Faculty of Environmental and Urban Change. Chandra lives on Six Nations of the Grand River Territory.



# Agenda



8:30–9:00 am	Clemens 120	Breakfast
9:00–9:20 am	Clemens 120	Opening & Welcome
9:30–10:30 am	Concurrent session I	
	Clemens 120	<p><b>Resurgence of the Haudenosaunee Orator - Panel Discussion</b></p> <p><i>Panelists:</i> Samuel Hill (Indigenous Language Coordinator), Tahnee Bennett (Mohawk), Brian Maracle (Mohawk), Lotunt Honyust (Oneida), Jennifer Dockstader (Oneida, Executive Director), Gloria Williams (Onondaga), Bill Williams (Onondaga), Elizabeth Fran Henry (Cayuga), Steve Henhawk (Cayuga), Damian Webster (Seneca), Kristiana Ferguson (Tuscarora), Betsy Bissell (Tuscarora)</p> <p><i>Moderator:</i> Kevin White, University of Toronto</p>
	Clemens 106	<p><b>Indigenous Ways of Knowing and the Climate Crisis - Panel Discussion</b></p> <p><i>Panelists:</i> Shannon Seneca (Haudenosaunee, Assistant Faculty Member, Roswell Park Comprehensive Cancer Center), Dawn Martin-Hill (Mohawk, Associate Professor of Anthropology, McMaster University), Agnes Williams (Seneca, Coordinator of Indigenous Women's Initiatives), Jason Corwin (Seneca, Clinical Assistant Professor of Indigenous Studies, University at Buffalo)</p> <p><i>Moderator:</i> Jason Corwin, University at Buffalo (SUNY)</p>



# Agenda

9:30-10:30 am	Concurrent session I	
	Clemens 102	<p><b>Contemporary Social Issues in Historic Perspective - Paper Presentations</b></p> <p><i>Papers:</i></p> <ul style="list-style-type: none"> <li>• The Harmful Effects of Native American Sports Nicknames, Symbols, and Mascots – Melissa Leonard (Educator and Activist)</li> <li>• ICWA in Global Perspective – Protecting Children from the Pacific to the Americas – Caleb Hart-Fungalei (Tongan, SUNY Geneseo)</li> <li>• ‘How Can I Forgive What I Cannot Understand and How Can I Forget When They Gave Me So Much to Remember?’ Curator’s Presentation of THE GARY MILLER ART PROJECT: ARTISTIC RESPONSE FROM A MOHAWK INSTITUTE SURVIVOR – Neal Keating (Associate Professor of Anthropology, SUNY Brockport)</li> </ul> <p><i>Moderator:</i> Pete Hill, Native American Community Services of Erie &amp; Niagara Counties</p> <p><small>*Due to the sensitive subject matter of the presentations we have a care worker to help anyone that may be affected by the subject matter. Pete Hill will be able to assist you.</small></p>
	Clemens 117	<p><b>The Archive - Paper Presentations</b></p> <p><i>Papers:</i></p> <ul style="list-style-type: none"> <li>• Two Examples of Recovering Traditional Onödowa’ga:’ Stories in the Original Language from Arthur C. Parker Archives: Initial Observations – Oleg Bychkov (Director, Native American and Indigenous Studies Program, St. Bonaventure University)</li> <li>• Mohawk Clan Systems’ Recovery and the Place of Our Library in Equitable Information Access in Six Nations of the Grand River – Dakota Brant (Mohawk, Ma.P, Mohawk Valley Kinship Project Researcher, Six Nations Public Library) and Feather Maracle (Mohawk, CEO and Director of Library Services, Six Nations Public Library)</li> </ul> <p><i>Moderator:</i> Robert Caldwell, University at Buffalo (SUNY)</p>



# Agenda

10:30-10:45 am	Health Break	
10:45-11:45 am	Concurrent session II	
	Clemens 120	<p><b>Digital Confluence - Paper Presentations</b></p> <p><i>Papers:</i></p> <ul style="list-style-type: none"> <li>• tarukantohku: Digital Design Rooted in Storytelling Tradition - Jean-Luc Pierite (Tunica-Biloxi Tribe of Louisiana, President, Board of Directors, North Indian Center of Boston)</li> <li>• Ohneganos Terrastory; Multi-Media Story Mapping Our Past to Reclaim a Future – Dawn Martin-Hill (Mohawk, Associate Professor of Anthropology, McMaster University), Kaelianna Smoke (Mohawk, Graduate Student, Anthropology, McMaster University), Norma General (Cayuga), Mary Sandy (Oneida Clanmother), and Emily Anson (Graduate Student, Anthropology, McMaster University)</li> </ul> <p><i>Moderator:</i> Mishuana Goeman, University at Buffalo (SUNY)</p>
	Clemens 117	<p><b>A Journey from the Mind to the Heart: Recognizing the Potential Applications and Benefits of Indigenous Studies to Promote Native Wellness, Community Connections, and Cultural Pride</b></p> <p><i>Presenter:</i> Pete Hill (Cayuga, Special Initiatives Director, Native American Community Services of Erie &amp; Niagara Counties)</p>



# Agenda

Concurrent session II		
10:45-11:45 am	Clemens 102	<p><b>Language Action and Nation-Building - Paper Presentations</b></p> <p><i>Papers:</i></p> <ul style="list-style-type: none"> <li>• A Brief History of Honöta:öni:h Hënödeyësdahgwa' - Damian Webster (Director, Honöta:öni:h Hënödeyësdahgwa', Tonawanda Seneca Nation)</li> <li>• Four Sites of Indigenous Language Revitalization - Montgomery Hill (Tuscarora, Assistant Professor of Indigenous Studies, University at Buffalo)</li> </ul> <p><i>Moderator:</i> Montgomery Hill, University at Buffalo (SUNY)</p>
	Clemens 106	<p><b>Knowledge as Medicine - Paper Presentations</b></p> <p><i>Papers:</i></p> <ul style="list-style-type: none"> <li>• Narrative Therapy - Writing as Healing - Dawn Cheryl Hill (Mohawk, Psychotherapist, Six Nations Family Health Team)</li> <li>• Ganönyok - Lessons for Life - Nicole Thompson (Seneca, Native American Chaplain, NYS Department of Corrections and Community Supervision)</li> </ul> <p><i>Moderator:</i> Mia McKie, University at Buffalo (SUNY)</p>
11:45-12:00 pm	Break	
12:00-1:00 pm	Clemens 120	<p>Lunch</p> <p>Mishuana Goeman: Chair Welcome</p> <p>Amanda Casali</p>



# Agenda

1:15-2:30 pm	O'Brian 112	<b>Keynote Address: Rick Hill – 2073 Starship Indigenous: Where Will We Land?</b>
2:30-2:45 pm	Clemens 120	Break & Snacks
2:45-4:15 pm	Plenary Session	
	Clemens 120	<p><b>Haudenosaunee International Interventions: Deskaheh's Work, 1923-2024 - Panel Discussion</b></p> <ul style="list-style-type: none"> <li>• <i>Panelists:</i> "Haudenosaunee International Interventions: Deskaheh's Work" - Deskaheh / Hai:Waehs Steven E. Jacobs (Cayuga)</li> <li>• The Great Law meets the Roaring Twenties: Six Nations at Grand River, 1918-1924 - Rick Monture (Mohawk, Associate Professor of Indigenous Studies, McMaster University)</li> <li>• Woodland Cultural Centre's Deskaheh Exhibition, 100 years - Heather George (Mohawk, Executive Director of Woodland Cultural Center)</li> <li>• "Haudenosaunee and Geneva, Switzerland: The Planting of the Tree of Peace and Repatriation of Our Cultural Beings" - Brennan Ferguson (Tuscarora, Turtle Clan)</li> <li>• Deskaheh's Impact: The Next 100 Years for Haudenosaunee People and Communities - Logan Smith (Cayuga, Bear Clan)</li> <li>• UNDRIP and Nation-States Implementation - Karissa John (Mohawk, Restorative Justice Worker)</li> <li>• Jolene Rickard (Tuscarora, Associate Professor of History of Art and Visual Studies, Cornell University)</li> </ul>
4:15-4:30 pm	Clemens 120	Closing Comments



# Agenda

4:15-4:30 pm	Clemens 120	Closing Comments
4:30-5:00 pm	Travel to Hyatt Place Buffalo/Amherst 5020 Main St, Amherst, NY 14226	
5:00-5:30 pm	Appetizers	
5:30-6:30 pm	<b>John Mohawk Legacy Address Chandra Maracle - From Iroquois Studies to Haudenosaunee Studies: How Did We Get Here?</b>	
6:30-8:30 pm	Buffet Dinner	



# Abstracts

Session I: 9:30 - 10:30 am

*Resurgence of the Haudenosaunee Orator* - (Clemens 120) - Members of the Fort Erie Native Friendship Centre (FENFC): Samuel Hill (Indigenous Language Coordinator), Tahnee Bennett (Mohawk), Brian Maracle (Mohawk), Lotunt Honyust (Oneida), Jennifer Dockstader (Oneida, Executive Director), Gloria Williams (Onondaga), Bill Williams (Onondaga), Elizabeth Fran Henry (Cayuga), Steve Henhawk (Cayuga), Damian Webster (Seneca), Kristiana Ferguson (Tuscarora), Betsy Bissell (Tuscarora)

This presentation will center partial recitations of the Haudenosaunee Creation Story in all six of the Haudenosaunee languages. The Creation Story of the Haudenosaunee tells of a world of peace, love and respect with nature and animals with the inclusion of the Onkwehonwe. It is a teaching story that provides us with the origin of the gifts and medicines from the Creator. From the fall of Sky Woman to the origin of Turtle Island to the balance of our relationships, the Creation Story needs to be told and understood by every Haudenosaunee. Although each of the Nations: Mohawk, Oneida, Onondaga, Cayuga, Seneca and Tuscarora, have a version that differs slightly with others, the underlying teachings are universal and honored. There was a day when Haudenosaunee Orators could stand up and recite the Creation Story in Kanyen'kéha or On<sup>^</sup>yota'a:ka or Onqda'géga' or Gayogoho:nq' or Onöndowa'ga: or Skarù-rę'. Not too long ago there were Haudenosaunee Chiefs, Faithkeepers and Clan Mothers who could recite the Creation Story completely in one, two or more of our Haudenosaunee languages. With the impacts of colonialism and Indian Residential Schools, there are few who can do this now. The Fort Erie Native Friendship Centre, where all six of the Haudenosaunee Languages are taught, urges language programs, institutes and organizations to encourage the resurgence of the Haudenosaunee Orator. This presentation provides an exciting and rare opportunity to engage with recitations of parts of the Creation Story in all six of the Haudenosaunee languages together.





# Abstracts

Session I: 9:30 - 10:30 am

*Indigenous Ways of Knowing and the Climate Crisis* - (Clemens 106) - Shannon Seneca (Haudenosaunee, Assistant Faculty Member, Roswell Park Comprehensive Cancer Center), Dawn Martin-Hill (Mohawk, Associate Professor of Anthropology, McMaster University), Agnes Williams (Seneca, Coordinator of Indigenous Women's Initiatives), Jason Corwin (Seneca, Clinical Assistant Professor of Indigenous Studies, University at Buffalo)

As we move into the 21st century, we are faced with a climate crisis that will require peoples around the globe to work together. According to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change, it is critical to support Indigenous self-determination, recognize Indigenous Peoples' rights, and support adaptation underpinned by Indigenous knowledge to reduce climate change risks. It is through our original instructions as Haudenosaunee, that we may return resiliency to our Nations. We have been given insight into the changing environment and difficulties we may face through our prophecies so we may remain hopeful while we attempt to prepare for this time. Deen, T. et al. (2021) reported that from 1951 to 2013, Six Nations of the Grand River became warmer and wetter with an average temperature increase of 0.7 ° C and precipitation increase of 42 mm. These conditions are affecting our territories, who are still very vulnerable as our people heal from centuries of attempted genocide and assimilation. As we invigorate our peoples through revitalization of traditional teachings, it is through these Indigenous ways of knowing that we may flourish in our quickly evolving ecosystems. We aim to discuss work that has been, is being, and must be completed to navigate our people into the future. We also want to comfort our communities, showing them that they may find comfort in each other as well as our ancestors. We will finish our session by allowing the concerns of the audience to drive the session.

## Contemporary Social Issues in Historic Perspective

*The Harmful Effects of Native American Sports Nicknames, Symbols, and Mascots* - (Clemens 103) - Melissa Leonard (Educator and Activist)

The use of Native Americans as sports nicknames, symbols, and mascots perpetuates stereotypes that, in consequence, have detrimental effects on the learning environment of both Native and non-Native students. In recent years, New York State leaders have begun a

# Abstracts

Session I: 9:30 - 10:30 am

proactive campaign to rid public schools of “Indian” mascots and nicknames. In November 2022, the New York State Education Dept. ordered all its districts to cease using Native mascots and nicknames or risk losing state funding. Additionally, New York State Assembly Bill A5443E aims to ensure that no public school utilizes a Native name, logo, or mascot. This issue has personal significance to me. My father, Al Parker, a Tonawanda Seneca, spent the last 20+ years of his life advocating against the use of Native nicknames and mascots. He recently passed away last August and I am striving to continue his legacy by sharing what he has taught me in regards to the negative effects of Native mascotry. I am well-versed in the arguments for and against the use of mascots and I have personal experience with the retirement of the Lancaster Redskins mascot in 2015. I am excited to share my knowledge and experiences with an audience to advocate against this harmful practice.

*ICWA in Global Perspective – Protecting Children from the Pacific to the Americas - (Clemens 103) - Caleb Hart-Fungalei (Tongan, SUNY Geneseo)*

This story is about the destruction caused by the actions of one man, from the Americas to the Pacific. It is also a political statement about the theft of children, and about fighting to avoid for our children what harmed our parents and grandparents. The man who raised my father, born in Ha'a Fungalei in Tonga, went on to become superintendent at a residential school in Canada in the 50s-60s. This story mirrors stories from across the indigenous world, and demonstrates how interwoven the struggles of our communities are. The man who participated in assimilation in the Americas, did so in the Pacific. We exist at a moment when ICWA is in danger of being struck down. We must speak and act across oceans to support each other. With personal storytelling and documents from NCTR, this story underlines the similarities in our struggles and the central importance of ICWA to fighting that struggle. I want to give a global indigenous perspective that adds Pasifiki Tongan mana and voice to the affirmation of the importance of ICWA and practices like it for the wellbeing of our communities globally.

Keywords: ICWA - Indian Child Welfare Act; Ha'a - clan/tribe/lineage; Pasifiki - people of Moana Nui (Pacific Ocean); NCTR - National Center for Truth and Reconciliation



# Abstracts

Session I: 9:30 – 10:30 am

*'How Can I Forgive What I Cannot Understand and How Can I Forget When They Gave Me So Much to Remember?'* Curator's Presentation of *THE GARY MILLER ART PROJECT: ARTISTIC RESPONSE FROM A MOHAWK INSTITUTE SURVIVOR* - (Clemens 102)  
- Neal Keating (Associate Professor of Anthropology, SUNY Brockport)

Power is residential school Survivors telling their stories. While Patrick Wolfe contributed the notion that settler colonialism is a structure not an event, Kēhaulani Kauanui reminds us that Indigeneity is also enduring. For generations these structures of domination effectively silenced the stories of Indian residential school Survivors. This began to change only within our lifetimes, starting in the 1990s and continuing today. One of the ways Survivor stories exercise power is to directly challenge the dominant narratives and frames of residential schooling provided by governments and churches. They rip away the pretense that these institutions were in any way ethically legitimate. They transgress. Gary Miller's story of surviving is different in that it is visual and it is art. But it joins with tens of thousands of other Survivor stories told through words. It is a story of genocide, and of gross violations of the kahswenta.

## The Archive

*Two Examples of Recovering Traditional Onödowa'ga:' Stories in the Original Language from Arthur C. Parker Archives: Initial Observations* - (Clemens 117) - Oleg Bychkov (Director, Native American and Indigenous Studies Program, St. Bonaventure University)

In his research on traditional stories of the Trobriand culture, anthropologist Bronislaw Malinowski classified stories as sacred stories or “myths” (a vastly inadequate term), “legends” and “fairy tales.” While sacred stories served to sustain important social institutions and were considered privileged knowledge, legends were used for instruction and fairy tales for entertainment. Interestingly the same story often appeared in all three guises, including a lighter entertaining form that could be performed, enjoyed, and laughed at. According to Malinowski, Christian missionaries who recorded indigenous stories did not understand their true purpose and often redacted their translations to omit the material or phrasing that they found objectionable.

# Abstracts

Session I: 9:30 - 10:30 am

Both trends can be observed as a result of the effort of recovering traditional Onödowa'ga' stories in the original language from Arthur C. Parker archives, as this paper will demonstrate using two examples: a "light" version of the Gë:nö:sgwa' (Stone coats) story and a transcription of the dzo'ä:ga' and oji'ehda'shö'öh (raccoon and crayfish) story in the original Onödowa'ga'.

*Mohawk Clan Systems' Recovery and the Place of Our Library in Equitable Information Access in Six Nations of the Grand River* - (Clemens 117) - Dakota Brant (Mohawk, Ma.P, Mohawk Valley Kinship Project Researcher, Six Nations Public Library) and Feather Maracle (Mohawk, CEO and Director of Library Services, Six Nations Public Library)

In 2022, the Six Nations Public Library (SNPL) established the Mohawk Valley Kinship Project (MVKP); a project with the goal of recovering knowledge of Mohawk clans and tracing relationships back to the Mohawk Valley. With hundreds of Mohawk families' clans identified, the project has presented a microcosm of one Indigenous community's public library providing both the institutional support and the resources for storing cultural knowledge in a setting that has traditionally been a place of equitable information access. This presentation will address problems and solutions regarding equitable access to peoples' own knowledge within community including: historical barriers that degraded knowledge, barriers related to governance systems, the history of the SNPL as a resource and place to access knowledge, and MVKP directives for how cultural knowledge is being returned. In this presentation we will address what our communities need from academia over the next 50 years (i.e. the era of the TRC and beyond). As a community-based information centre, our place in the conversation is to remind the academy to not forget about Indigenous communities in their attempt to remain current and useful within Indigenous Communities.



# Abstracts

Session II: 10:45 - 11:45 am

## Digital Confluence (Clemens 120)

tarukantohku: Digital Design Rooted in Storytelling Tradition - (Clemens 120) - Jean-Luc Pierite (Tunica-Biloxi Tribe of Louisiana, President, Board of Directors, North Indian Center of Boston)

tarukantohku is an educational workshop developed in collaboration with the Tunica-Biloxi Language and Culture Revitalization Program. Students are tasked with combining animals, sounds, and elemental powers to invent new words in Tunica. The students work in teams and collaborate to create compositions and visual art based on new legends that they develop in the workshop. Digital design is integrated as students digitize sketches and fabricate a physical artifact to present to family and community members. The broader impact of the workshop is the promotion of language documentation competencies among middle school students through STEAM lessons. Traditional ecological knowledge is further promoted and developed through digital technologies in this creative exploration of land, flora, and fauna.

Ohneganos Terrastory; Multi-Media Story Mapping Our Past to Reclaim a Future - (Clemens 120) - Dawn Martin-Hill (Mohawk, Associate Professor of Anthropology, McMaster University), Kaelianna Smoke (Mohawk, Graduate Student, Anthropology, McMaster University), Norma General (??), Mary Sandy (Oneida Clanmother), and Emily Anson (Graduate Student, Anthropology, McMaster University)

Indigenous knowledge and ways of knowing are weaved together through Storytelling, encoded in dance, song, and art. Ohneganos Indigenous ecological knowledge research project includes a mapping project that invokes ancient stories to inform our future from Creation stories of our lands and waters. By co-creating digital visuals, stories within a holistic Haudenosaunee centered map that includes the creation of the 'Great Lakes' and follows the Peacemakers Journey and Skyworld, all complimented by archaeological and ecosystem data throughout Great Lakes region. The co-creation of Haudenosaunee oral histories with Faithkeepers and noted leaders mirrored by plotting archaeological data allows for the braiding of Indigenous knowledge and Western science led by and for Haudenosaunee. The Ohneganos research project has adapted an open access interactive mapping program Terrastories, connecting a specific location of our territory using gis software building archival maps that story our lands and waterways. Decolonizing mapping by erasing colonial



# Abstracts

Session II: 10:45 - 11:45 am

boundaries and occupation requires reinvigorating Haudenosaunee knowledge and ways of knowing through digital applications that allow multimedia interfacing such as embedding our virtual reality of Skyworld, bringing our history to life in bilingual digital stories accessible through Terrastories. Co-creating an open access platform tool to simulate climate change data, visualize Haudenosaunee geography and engage with the digital stories of knowledge holders all designed from a purely Haudenosaunee lens. Ohneganos is a community led water research project that aims to raise consciousness of our responsibilities to care for the gifts afforded our people and encourage stewardship over our natural world through storytelling.

*A Journey from the Mind to the Heart: Recognizing the Potential Applications and Benefits of Indigenous Studies to Promote Native Wellness, Community Connections, and Cultural Pride - (Clemens 117) - Pete Hill (Cayuga, Special Initiatives Director, Native American Community Services of Erie & Niagara Counties)*

This session will describe how University classes about Native Americans are not only an intellectual, academic exercise learning of facts, dates, treaties, and histories of Native peoples, but how the content from these classes have shaped an understanding of how the multiple factors of historical traumas continue to impact Indigenous communities in the present day.

The lived experiences of many Native people have of course been greatly impacted by the issues of residential boarding schools, attempts of cultural and physical genocide of Indigenous people across many centuries, and several more dynamics stemming from the Doctrine of Discovery, various federal policies, stereotypes of Native people, and many related factors.

This became very evident in one UB graduate's journey of working with and in Native American communities throughout Western New York and beyond. Studying and learning of these factors can create a foundation to work towards developing more effective, culturally grounded programs and services for Indigenous people. This session will relate how one alumnus of UB Native American Studies has developed many programs, trainings, and related efforts that are intended to address the myriad health disparities impacting Native communities and help the community move towards heart-felt, very personal healing to help us all overcome the thousands of incidents of historical traumas. Learning about Indigenous studies is not only an exercise in intellectual activity but can help pave the way to restore Native communities towards wellness and health for All Our Relations and generations to come.



# Abstracts

## Language Action and Nation-Building (Clemens 102)

*A Brief History of Honöta:öni:h Hënödeyësdahgwa'* - (Clemens 102) - Damian Webster  
(Director, Honöta:öni:h Hënödeyësdahgwa', Tonawanda Seneca Nation)

This presentation will explore the current situation at Tonawanda as it relates to the Seneca language. We have reached the point we never wanted to see, as we have no more first language elders in our community. We are unwavering in our mission to revitalize and maintain our language both in everyday speaking, as well as longhouse and ceremonial speeches. We hope to build a critical mass of speakers which in turn will create a true speaking community. The speaking community will lead to children hearing more language at a younger age and bring our language closer to being vibrant (spoken via three generations). This presentation will offer a brief history of Honöta:öni:h Hënödeyësta' which has been operating for over thirty years. It's important to acknowledge the people who came before you and maintained a space for new ideas to grow. The root-based-method has not only made our language programming more efficient, it has helped produce new language teachers and longhouse speakers in the Tonawanda community. At the end of the day, we are all doing our part to ensure future generations enjoy what we have today.

*Four Sites of Indigenous Language Revitalization* - (Clemens 102) - Montgomery Hill  
(Tuscarora, Assistant Professor of Indigenous Studies, University at Buffalo)

This presentation outlines a comparative study of four sites of indigenous language revitalization: three existing accounts and a fourth account of the Skarù·re? (Tuscarora)/Haudenosaunee site. These sites of language revitalization exhibit deep cultural differences. The three established accounts are characterized by their ethnographers as sites of tensions/paradoxes, sociolinguistic disjunctures, and linguistic suicide. This presentation synthesizes facets of both the ethnographers and the language communities to discuss how individuals themselves become sites of language revitalization and in doing so, begin to engage with and resolve sociolinguistic disjunctures more effectively.



# Abstracts

## Knowledge as Medicine (Clemens 106)

*Narrative Therapy – Writing as Healing* - (Clemens 106) - Dawn Cheryl Hill (Mohawk, Psychotherapist, Six Nations Family Health Team)

This workshop focuses on utilizing expressive writing as a way to process and heal past traumas. Guided, creative writing can not only help us process what we've been through and assist us in envisioning a better life; it can lower our blood pressure, strengthen our immune systems, and decrease anxiety and depression. Writing as healing can increase our general sense of well-being, improve our sleep and performance, and bring us greater focus and clarity as it quiets our mind.

*Ganönyok – Lessons for Life* - (Clemens 106) - Nicole Thompson (Seneca, Native American Chaplain, NYS Department of Corrections and Community Supervision)

Giving thanks every day, is a teaching in appreciation and gratitude to elements in the Natural World. It is a daily reminder to be humble and thankful for our existence and continued existence. I will share a brief overview about the elements and a few of the teachings that go along with certain elements. Speaking more in depth about the People, the waters, the plant life, the birds, the winds, the Thunderers, the Sun, the Moon, the Stars, the Creator. The Ganö:nyok is a Foundation in Haudenosaunee Way of Life, that we should all have a basic working knowledge about. It will be a reminder for those who have heard this important teaching before. Also to share with those who are just learning, some important things about this teaching. I will share the Indigenous knowledge from an Onöndowa'ga' [Seneca] perspective. Touching on the mindfulness, understanding, coping, and healing aspects that these elements carry for Our people. As well as a global truth that this knowledge carries for All people. Ganö:nyok is a Foundation in Haudenosaunee Way of Life, that we should all have a basic working knowledge about. It will be a reminder for those who have heard this important teaching before. Also to share with those who are just learning, some important things about this teaching. I will share the Indigenous knowledge from an Onöndowa'ga' [Seneca] perspective. Touching on the mindfulness, understanding, coping, and healing aspects that these elements carry for Our people. As well as a global truth that this knowledge carries for All people.



# Abstracts

Plenary Session: 2:45 - 4:15 pm (Clemens 120)

Haudenosaunee International Interventions: Deskaheh's Work, 1923-2024-  
Deskaheh/Hai:waehs Steven E. Jacobs (Cayuga), Rick Monture (Mohawk, Associate Professor of Indigenous Studies, McMaster University), Heather George (Mohawk, Executive Director of Woodland Cultural Center), Brennan Ferguson (Tuscarora, Turtle Clan Runner), Karissa John (Mohawk, Restorative Justice Worker), Jolene Rickard (Tuscarora, Associate Professor of History of Art and Visual Studies, Cornell University)

This year marks the centenary of Levi General (Deskaheh) intervention at the League of Nations for recognition of Haudenosaunee sovereignty. Today this effort is recognized by the United Nations and many Indigenous peoples as the start of the global movement to assert Indigenous rights and sovereignty within international law. In this panel featuring Haudenosaunee academics, activists and community members we ask what has the last 100 years of the fight for sovereignty and self-determination looked like, what gains have we made, what has this work cost us, and how will we continue it for the next 100 years?



# Campus Map



**Campus Shuttles  
Park & Ride**

**North Campus Shuttle** ————  
Operates: Mon - Fri, 6:20 am - 2:25 am  
Weekends:  
Operates: 8:20 am - 6:10 pm

**Green Line** ————  
(Center for Tomorrow Lot - Crofts -  
Flint Village - Flint Loop)  
Operates: Mon - Fri, 8:00 am - 4:25 pm

**LEGEND**

-  **Stampede Stop**
-  **Campus Shuttle Stop**
-  **Bike Share Hub**  
(Fix it stations at Student Union,  
Fargo Quad, Rensch Loop &  
Flint Loop)
-  **Zipcar Space**
-  **Emergency Blue  
Light Phone**
-  **Park & Ride  
Shuttle Lot**
-  **Reserved Parking**
-  **Metered Parking**  
(faculty, staff, student or visitor)
-  **EV Charging Station**
-  **NFTA Metro Stop**

**BUILDING DIRECTORY**

Alfiero Center	8	Flint Village	42	Slee Hall	3
Alumni Arena	1	Fronczak Hall	18	Structure for Outdoor Autonomy Res.	55
Baird Hall	4	Furnas Hall	27	South Lake Village	48
Baird Research Park	53	Governors Residence Halls	33	Stadium	45
Baker Chilled Water Plant	41	Lehman Hall	A	Statler Food Commissary	38
Baldy Hall	7	Clinton Hall	B	Student Health Services	56
Beane Service Center	37	Dewey Hall	C	Student Union	29
Bell Hall	28	Roosevelt Hall	D	Talbert Hall	19
Bissell Hall	44	Greiner Hall	49	Visitor Information Booth	32
Bonner Hall	23	GRoW Clean Energy Center	55	Ellicott Complex	50
Bookstore	31	Hadley Village	34	Fargo Quadrangle	A
Campus Mail Center	43	Helm Warehouse	39	Evans Quadrangle	B
Capen Hall	20	HRD Building	36	Red Jacket Quadrangle	C
Center for the Arts	2	Hochstetter Hall	12	Richmond Quadrangle	D
Center for Tomorrow	40	Jacobs Management Center	9	Spaulding Quadrangle	E
Child Care Center	47	Jarvis Hall	26	Wilkeson Quadrangle	F
Clemens Hall	5	Ketter Hall	24	Academic Center	G
Commons	30	Knox Lecture Hall	22	Katharine Cornell Theatre	H
Computing Center	17	Lockwood Library	6	Albert P. Sy Lecture Hall	I
Cooke Hall	13	Mathematics Building	16	C3 Crossroads Culinary Center	J
Creekside Village	51	Morris Sports Performance Center	46		
Crofts Hall	35	Murchie Family Fieldhouse	54		
Davis Hall	25	Natural Sciences Complex	15		
Dorshheimer Laboratory/Greenhouse	14	Norton Hall (One World Cafe)	21		
Ellicott Complex	50	O'Brian Hall	11		
Flickinger Court	52	Park Hall	10		

**Admissions:**  
Capen Hall  
716-645-6900

**Parking &  
Transportation  
Services:**  
1 Capen  
716-645-3943

**General Information:**  
716-645-2000

**University Police  
Department:**  
Bissell Hall  
716-645-2222

**PARKING &  
TRANSPORTATION  
SERVICES**

**MOBILE MAP**

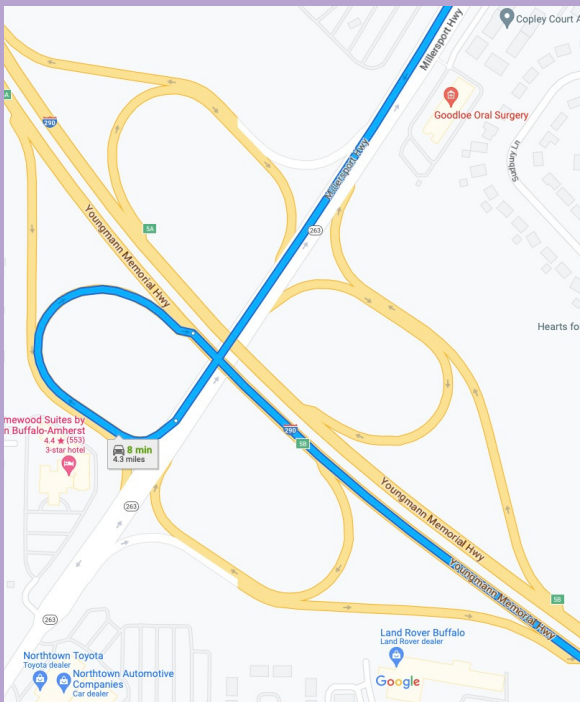
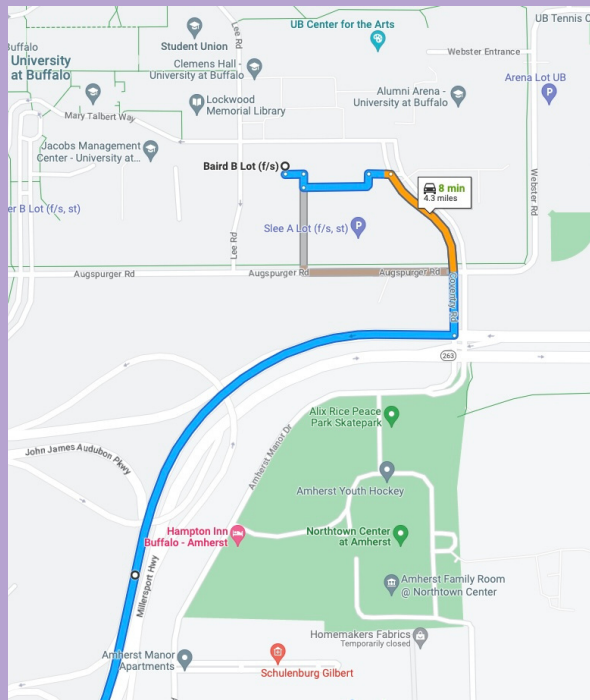
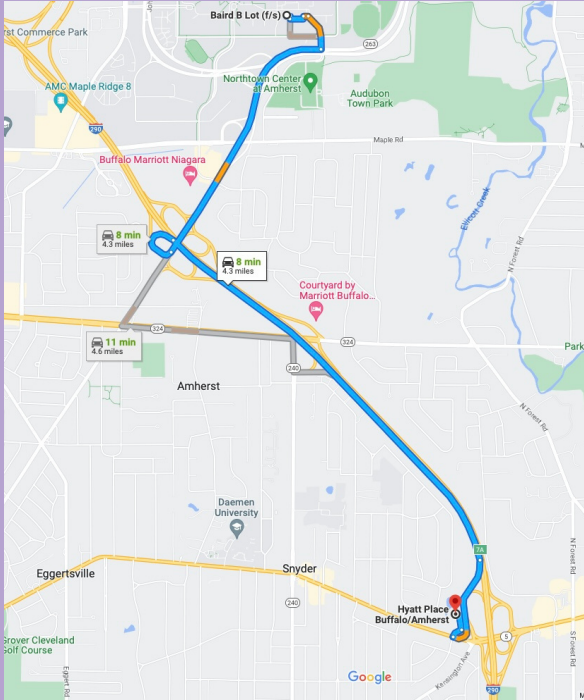


www.buffalo.edu/parking

8/15/2022

# Hotel Map

Hyatt Place Buffalo/Amherst  
5020 Main St, Amherst, NY 14226



# Nya: Weh



Presenters

Volunteers

Organizers

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Donors

Vendors

College of Arts and Sciences Dean Robin Schulze

College of Arts and Sciences Associate Dean Sean Bennett

Indigenous Studies Faculty

Former Leadership of the Native Graduate Association

Former Organizers of the Storytellers Conference



# Upcoming Activities and Information



**BUY NATIVE | BUY LOCAL**

**SUPPORTING INDIGENOUS OWNED BUSINESSES IN WNY**

Please visit:  
<https://linktr.ee/UBindigenoustudies>  
 to view our WNY Indigenous-owned business directory

To add your Indigenous-owned business, please email:  
[indigenous-studies@buffalo.edu](mailto:indigenous-studies@buffalo.edu)



University at Buffalo  
 Department of Indigenous Studies  
 College of Arts and Sciences

JOIN US IN CELEBRATING  
 UNIVERSITY AT BUFFALO'S  
**CLASS OF 2023**

*Graduation Social*  
 for UB Indigenous Students

**Haudenosaunee Social Dance & Dinner**

**Saturday, May 6, 2023**  
**5:00 PM to 8:00 PM**

**Harriman Hall Ballroom**  
 60 Diefendorf Loop  
 UB | South Campus

Sponsored by:  
 University at Buffalo  
 Department of Indigenous Studies  
 College of Arts and Sciences



**SAVE THE DATE**

UB Department of Indigenous Studies

**SUMMER COLLEGE SUCCESS PROGRAM 2023**

**JULY 11 - JULY 13, 2023**  
**UB NORTH CAMPUS**

- 3-DAY OVERNIGHT PROGRAM FOR INDIGENOUS HIGH SCHOOL STUDENTS
- FREE REGISTRATION AND FOOD IS PROVIDED
- STUDENTS STAY IN THE CAMPUS RESIDENCE HALLS
- FUN EVENTS AND ACTIVITIES PLANNED
- WORKSHOPS AND DISCUSSIONS ON COLLEGE PREPAREDNESS
  - COLLEGE APPLICATION PROCESS
  - CHOOSING A MAJOR
  - FINANCIAL AID
  - CAREER PANELS
  - UNIVERSITY ATHLETICS
  - AND MORE!!!

**For more information, please contact:**  
 Amanda Casali | (716) 645-7982  
[alcasali@buffalo.edu](mailto:alcasali@buffalo.edu)

University at Buffalo  
 Department of Indigenous Studies  
 College of Arts and Sciences



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 College of Arts and Sciences

- Do you know someone that is interested in being a student at SUNY University at Buffalo?
- Are you interested in taking classes in Haudenosaunee Languages, Land-Based Learning or General Indigenous Studies?
- Do you want to learn more about UB's Indigenous Studies Minor? Or get notified about our new degree programs (BA, MA, PHD)?
- Are you looking for a university that offers an Indigenous Learning Community, Indigenous Student Space, and Cultural Programming?
- Would you like to be added to our listserv to receive emails with upcoming IDS events?

**CONTACT US:**

**508 Clemens Hall | UB North Campus**  
[indigenous-studies@buffalo.edu](mailto:indigenous-studies@buffalo.edu)

**Visit our website for more information:**



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 Associate Director of Indigenous Academic Engagement

**Aaron VanEvery**  
 Six Nations, Cayuga, Wolf Clan  
 Community Outreach and Cultural Programming Coordinator

